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ABSTRACT

Five articles from this newsletter of the Intercultural Development Research Association (IDRA) describe IDRA programs that are part of the organization's family literacy efforts. "The Family English Literacy Project: Promoting Adult Literacy in San Antonio" outlines a program to provide English language literacy for 125 parents of children in bilingual education programs, develop 20 literacy lessons for local television, develop and maintain a student hotline for individual assistance on instruction and assignments, and disseminate public service announcements promoting adult literacy. "IDRA Weekly Cable Program Nominated as Outstanding Community Service Show" describes a 30-minute bilingual television program of education and information in Spanish and English. "Employability Demonstration Component Funded to Family English Literacy Project" tells of a joint effort by the Departments of Labor and Education to prepare participants to enter job training with higher English skill levels, and to ensure acquisition of job skills in occupational areas with upward mobility. "Effective Literacy Instruction Model Designed by IDRA Works in Rural and Urban Districts as Project SCALE" explains the replication of a literacy program for limited-English-proficient adults combining traditional and nontraditional instructional methods. "Communicating with Parents via Television" describes techniques used to promote parent involvement through television programming. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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The Family English Literacy Project: Promoting Adult Literacy in San Antonio

by Elizabeth Garza, M.A.

The Family English Literacy (FEL) Project, administered by Intercultural Development Research Association (IDRA), is designed to incorporate innovative approaches to literacy instruction with traditional approaches to increase the participation of the limited English proficient (LEP) population in literacy programs. The IDRA-FEL program utilizes televised literacy lessons, accompanying reinforcement materials, and a Student Hot Line to support the traditional literacy classes. The LEP adults whose children participate in bilingual education programs in San Antonio area school districts are the primary population targeted for recruitment in the program in an effort to assist them in improving their survival skills and contributing positively to their children's education. This project seeks to achieve the following four objectives.

Objective 1: To provide English language literacy instruction for 125 parents of children enrolled in targeted bilingual education programs.

During the early stages of planning, five San Antonio area school districts expressed an interest in participating in the project and the Project Director later contacted them to reconfirm their desire to participate in the project. These five districts have or have had Title VII bilingual programs and all have state bilingual programs. The five participating districts and data regarding their (LEP) student population are listed on Table 1.

Each district identified a contact person to facilitate recruitment efforts and establish a satellite center. During the first year of operation, parents received a class announcement and submitted registration forms through their children's respective elementary schools. They were later notified about the site and time of the classes.

Second-year recruitment and enrollment procedures were modified through input from the Curriculum Evaluation Committee, a ten-member committee consisting of one parent and one school district representative from each of the five districts, to increase participation. Class announcements were once again disseminated to parents via their children. However, notices contained information regarding class time and location, and enrollment was conducted onsite during class orientation. This procedure increased literacy class participation as demonstrated in Table 2.

During the first year of operation, classes were held once a week for twenty weeks for a total of forty hours of in-class instruction at each site. Classes were held from January, 1986 through May, 1986.

At the end of the first year, a class survey form was developed and administered to all participants to determine their instructional needs. Responses from the survey show that their major concerns regarding class were that they did not have access to cable television to watch the televised literacy lesson and that class meetings once a week did not afford them enough time to practice the English language. Second-year classes began during the first week of October, 1986 and will continue through the third week of May, 1987. This schedule will permit participants to attend classes for twenty-eight weeks. In addition to increasing the length of time classes would be held, in-class instruction at each site was also increased. Class time at each site was increased to two and a half hours to allow students to view the televised literacy lessons. Additionally, in two of the five sites the Family English Literacy program entered into an agreement with the Education Service Center Region XX to provide classes twice a week. The Education Service Center agreed to provide a teacher that would hold classes twice a week for a total of five hours of in-class instruction. Table 3 shows the number of in-class hours that were offered by the IDRA-FEL project in the first year and the number of hours that will be offered in the second year.

Objective 2: To develop twenty literacy lessons to be televised on a local T.V. station.

The purpose of producing and airing televised literacy lessons was to allow class participants to reinforce their skills and receive feedback in their own home and to allow adults not able to attend literacy classes to receive instruction in their own homes. To accomplish these goals, the FEL staff thought it would be important to produce a television program that would be interesting and appealing to LEP adults.

The staff identified some key elements that would hold the targeted audience's attention. These included key communication skills, the use of Spanish to facilitate comprehension, information on how schools

Table 1: Participating School Districts

School District	LEP Students Served	Grade Levels Served
Edgewood ISD, San Antonio, TX	3,997	K-6
Harlandale ISD, San Antonio, TX	2,605	K-12
Northside ISD, San Antonio, TX	526	K-5
Pearsall ISD, Pearsall, TX	253	K-5
South San Antonio ISD, San Antonio, TX	740	K-5

Table 2: Literacy Class Enrollment

School District	1st. Year Enrollment	2nd. Year Enrollment*
Edgewood ISD	21	32
Harlandale ISD	24	41
Northside ISD	23	23
Pearsall ISD	24	18
South San Antonio ISD	18	22
Total	110	136

*As of January 30, 1987

Table 3: In-Class Time

School District Site	No. of Weeks		No. of Hours/Week		Total Hours	
	1st. Yr.	2nd. Yr.	1st. Yr.	2nd. Yr.	1st. Yr.	2nd. Yr.
Edgewood ISD	20	28	2	2 1/2	40	70
Harlandale ISD	20	28	2	5	40	140
Northside ISD	20	28	2	2 1/2	40	70
Pearsall ISD	20	28	2	5	40	140
South San ISD	20	28	2	2 1/2	40	70

Table 4: Format for Televised Literacy Lessons

Segment	Length	Purpose
Introduction	3 min.	Introduce skills vocabulary, and situations to prepare the learner for the content of the lesson.
I	7 min.	Introduce skill in a contextual situation.
II	10 min.	Reinforce skill utilizing a news program format.
III	10 min.	Present the steps for making an instructional material that reinforces skill.

Promoting Adult Literacy
cont. from pg. 6

operate and ideas for helping children with their school work. These ideas were organized into a three-segment format. This format was slightly modified during the first year to include an introductory segment. This change was precipitated by feedback from the Curriculum Evaluation Committee. Table 4 on page 7 identifies the purposes and content presented in each segment.

The key skills were identified from the Texas Education Agency's list of essential elements for elementary students. The FEL project staff reviewed this list of skills and identified the twenty skills that were repeated most frequently throughout the elementary grades. Each television program is designed to introduce each of the skills.

Objective 3: To develop and maintain a Student Hot Line to provide individual assistance for questions and assignments.

The purpose of the Student Hot Line is to provide the support necessary for students to feel successful and continue to learn. FEL project staff and teachers disseminate the Hot Line number on the first day of class as part of an orientation packet. Throughout the class year, students are periodically reminded of its availability. During the first year, calls made to the Hot Line were seldom made for assistance concerning class materials.

More frequent calls were made to the Hot Line by the students to inform the teachers when they will be unable to attend class due to illness, babysitting problems or transportation problems. The Hot Line has facilitated good teacher-student communications and has allowed the teacher to assist students in solving their problems before they become obstacles to class participation. This same pattern of types of calls made to the Hot Line continues during the second year.

Objective 4: To develop and disseminate public service announcements (PSA's) promoting adult literacy.

Project Literacy U.S. (PLUS), a nationwide media effort to promote awareness of the literacy problem in America, was launched during the first year of the project. The IDRA-FEL project capitalized on this media blitz and have more media coverage than public service announcements will allow.

The coverage for the first program year included a fifteen-minute segment on a television program and a newspaper article. The television program included an interview with the FEL project director and a literacy class in session. The newspaper article included information on the problem of literacy and the project's response to the problem.

In light of the data collected during the first year of operation and the progress made in the second year to date, the IDRA-FEL project has developed the foundation for a successful model of providing literacy instruction to LEP adults. This model includes the coordination of state and federal funds, school district inkind contributions, and the private sector (television).

During the third year, IDRA-FEL project staff will increase the class year to thirty weeks, produce and air twenty new televised literacy lessons, maintain literacy class enrollments, continue the Student Hot Line, develop written materials to accompany each televised literacy lesson, and develop public service announcements to promote literacy awareness.

IDRA Weekly Cable Program Nominated As Outstanding Community Service Show

The Family English Literacy Project of I.D.R.A. was recently informed that their weekly cable television program was selected as a community service entry for the Awards for Cable Excellence (ACE).

"Aprendo/Enseño" is a thirty-minute bilingual show aired on Rogers Cable TV Channel Nine at 1:30 every Friday afternoon. The Family English Literacy Project employs it to provide English-As-A-Second-Language (ESL) parents with an entertaining and educational format in Spanish & English.

The Family English Literacy Project is funded by the Office of Bilingual Education and Minority Language Affairs, Title VII, Department of Education. It is directed by IDRA staff member Liz Garza.

Access Producer Byron C. Trott, Rogers Cable TV, identified *Aprendo/Enseño* as an outstanding product and included video segments plus a description to the National Academy of Cable Programming in Washington, D.C., in its entry for ACE in the division of Community Service. In describing the uniqueness and importance of *Aprendo/Enseño,* Mr. Trott stated:

"Bilingual education is not dead in South Texas where the Intercultural Development Research Association has produced a complete series of lessons for English-As-A-Second-Language parents to assist their children to improve their language and learning skills at home."

Recipients of the ACE are announced in May.

The idea of literacy instruction via television is certainly not a new idea. However, the two elements that give *Aprendo/Enseño* its unique quality are the purpose and format of the program. When the I.D.R.A. Family English Literacy Project staff set out to develop the series, one of their main concerns was to develop a program that was appealing and interesting to Limited English Proficient (LEP) parents.

As the staff interacted with parents enrolled in English literacy classes, they discovered that the parents' primary motivations for learning English was to assist their children toward achievement and success in school. Thus, the purpose of the program became not only to introduce English language communication skills, but also to offer ideas for working with children at home and information about how schools operate.

The staff accomplished this by designing a four-segment format followed on every program. Each segment is distinct and serves a special purpose.

Each program opens with the Introductory Segment that sets the stage for what will occur during the program. Viewers are acquainted with the language skill to be introduced, the key vocabulary words, and the situation that will develop. This segment is approximately three minutes in length and is produced in Spanish.

Two instructors acting as "comadres" -- good neighbors -- are the focus of Segment One. As they sip coffee, they discuss school-related situations and language skills. The situations might be grade cards, teacher-parent conferences, parent association meetings, how schools are governed, or helping with school work at home. English and Spanish are used in this segment in a modified concurrent approach to language development. Although the approach involves the use of both languages, it is not a concurrent translation from one language to the other. Spanish is used to make the message comprehensible and to create a setting that is both interesting & similar to the parents' environment.

"El Loco Locutor" -- The Crazy Newscaster -- provides a review session in Segment Two of the program using a newscast format. In addition to the vocabulary, he reviews the comadres' chat and the language skill as he provides the news, weather and sports of the day. He also lightheartedly presents two quizzes that allow the participants to check their understanding of the vocabulary and skill presented. The modified concurrent apporach to language is also used in this segment.

The program closes with tips for follow-up activities that can be used with children at home. The instructor demonstrates and discusses a step-by-step approach for helping children reinforce the language skill presented. Any materials used in this portion of the program are materials that can easily be obtained by parents. Segment Three is approximately eight minutes long and conducted entirely in English.

Aprendo/Enseõ is in its third year of activity. ◊

San Antonio Area Association For Bilingual Education

1988 CONFERENCE

"Conexiones-Bilingual Education: Making The Connection"

Saturday, March 5, 1988
University of Texas at San Antonio
Registration - 7:45 to 8:30 a.m.

This conference will offer exciting presentations by Teachers, researchers, and textbook publishers on bilingual education, ESL, reading, & program evaluation.

KEYNOTE SPEAKERS
Dr. Gene Garcia
Director of Projects, U.C.-Santa Cruz
Delia Pompa
Assistant Commissioner
Texas Education Agency

Contact Frances M. Guzman at IDRA (684-8180) for more information and pre-registration

Employability Demonstration Component Funded To Family English Literacy Project

IDRA's Family English Literacy Project was one of four projects nationwide funded to operate an Employability Demonstration Component. The Employability Demonstration Component is a joint effort of the Departments of Labor and Education.

The purpose of the Employability Demonstration Component of the IDRA Family English Literacy Project (FELP) model is to prepare participants to enter job skills training with a higher level of English proficiency to ensure the acquisition of job skills in employment areas with upward mobility.

The IDRA Family English Literacy Project in collaboration with the Alamo Private Industry Council developed this strategy for preparing adults with low educational achievement and limited job skills to enter and remain in the labor force successfully.

The strategy will be implemented by coordinating the efforts of two effective programs - the IDRA Family English Literacy Project and the San Antonio Neighborhood Youth Organization (SANYO), a JTPA-funded program. Both programs have proven track records in their areas of expertise.

The IDRA Family English Literacy Project has successfully provided English literacy skills to parents of bilingual education students for the past two years in five San Antonio area school districts. Parent participation has increased over the past two years which is reflected by the increase in number of classes from five to seven. The televised literacy lessons have been an important component in the success of the program. They have served as a motivation for continued participation, a forum for the introduction of important school and parenting themes, and reinforcement of key language acquisition concepts.

An additional and significant role of the IDRA Family English Literacy Project will be to increase participants English literacy skills to better prepare them for entry into job skills training and to adapt the curriculum to include workplace literacy skills and training and materials that reflect job search skills themes.

The Alamo Private Industry Council handpicked the JTPA-funded program that would form the second vital link in the employability demonstration model.

. . . a strategy for preparing adults with low educational achievement and limited job skills to enter and remain in the labor force successfully.

Upon examining San Antonio Neighborhood Youth Organization's (SANYO) organizational capability, their selection is obvious. SANYO was incorporated in 1965 as a service provider to operate adult and youth programs. With the exception of a small city grant to operate a summer youth program, SANYO operates on funds provided by the Department of Labor. With these funds, SANYO staff provides services to an average of 1,700 to 1,800 participants yearly.

SANYO has a ninety percent success rate in job placement for adult participants. This success rate gives them the distinction of having the highest job placement rate for adults in their service delivery area. Some of their success can be attributed to their computer lab which is available for participants to enhance their job search skills.

SANYO's role in the model will be to assist Family English Literacy participants who have improved their English language proficiency at least two grade level equivalents by providing training in job search skills, individual job counseling, and placement in a job or job skills training program that reflects the participants interests and educational attainment.

The third link in the model is coordination with community agencies that provide participants the necessary support to obtain and sustain employability. By combining their resources, the IDRA-FELP and SANYO can offer participants an expanded network of support services in the areas of job skills training, vocational training, further educa-

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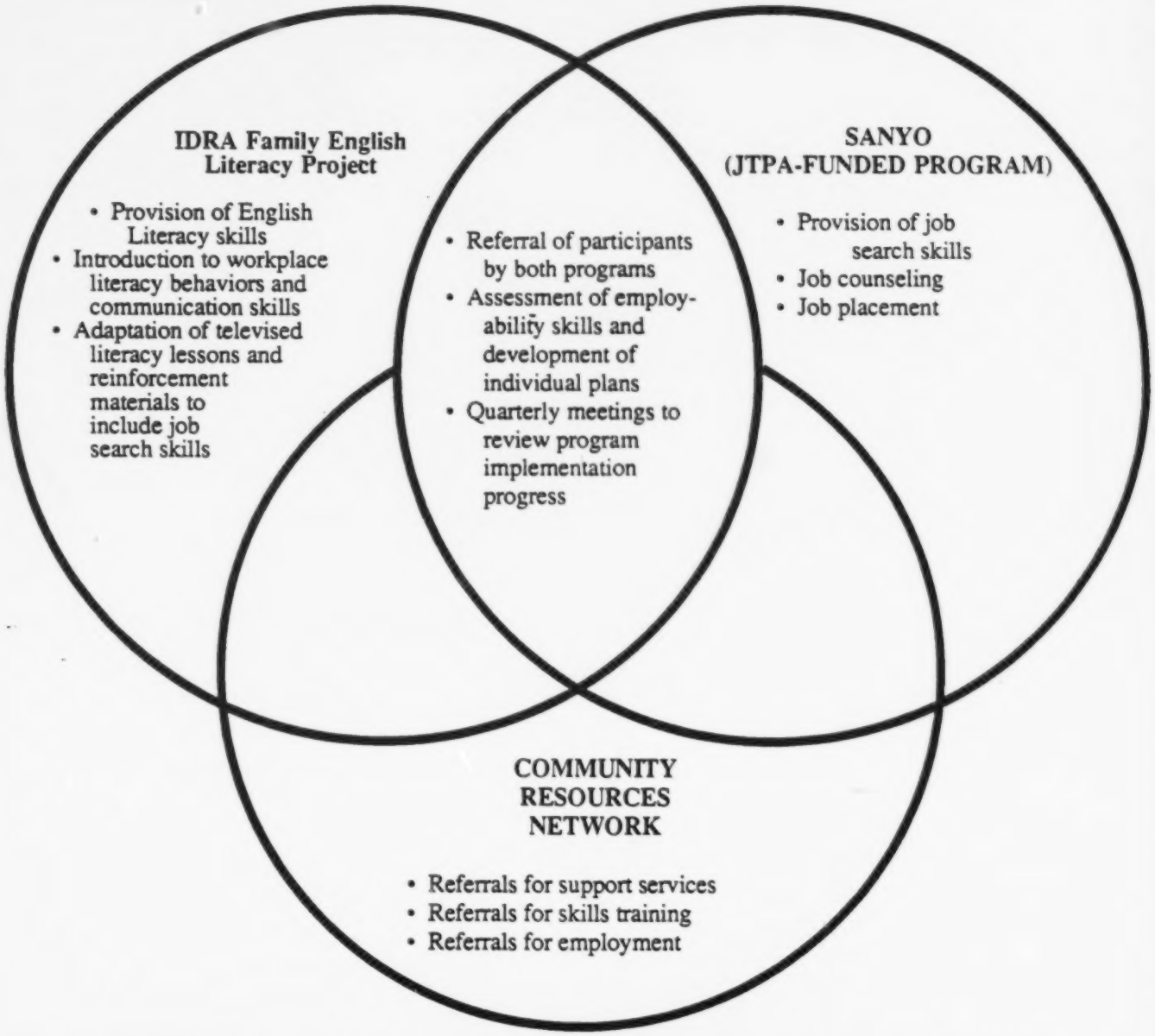
tional attainment training, social services, and job referral.

The figure below illustrates the model proposed by the IDRA-FELP in collaboration with the Alamo Private Industry Council. It depicts the key elements of the model, their interaction, and the major functions of each element.

This model is being implemented in two of IDRA's Family English Literacy sites. These sites are in the Edgewood and Harlandale school districts located in the west and southern sectors of San Antonio. These two sites have approximately sixty participants attending literacy classes twice a week. Many of these Hispanic men and women are parents of children enrolled in bilingual education and ESL programs in these districts.

This project will operate for fifteen months from March 1, 1988 to May 30, 1989. For more information on this project contact Liz Garza, Project Director, at (512) 684-8180. ◊


IDRA Family English Literacy Project
• Provision of English Literacy skills
• Introduction to workplace literacy behaviors and communication skills
• Adaptation of televised literacy lessons and reinforcement materials to include job search skills
• Referral of participants by both programs
• Assessment of employability skills and development of individual plans
• Quarterly meetings to review program implementation progress
SANYO (JTPA-FUNDED PROGRAM)
• Provision of job search skills
• Job counseling
• Job placement
COMMUNITY RESOURCES NETWORK
• Referrals for support services
• Referrals for skills training
• Referrals for employment

Model of IDRA Family English Literacy Project Employability Demonstration Component

Effective literacy instruction model designed by IDRA

by Liz Garza, Director
Family English Literacy Project

In 1985, when Family English Literacy Projects were initiated by the Department of Education, Intercultural Development Research Association (IDRA) was one of four entities nationwide to receive a three-year grant under the new initiative.

During this three year period which ended September 30, 1988, IDRA Family English Literacy Project (FELP) staff developed an innovative model for literacy instruction. The model was identified as Project SCALE: Satellite Centers for Adult Leadership. It was designed to serve limited English proficient (LEP) adults and was utilized in five school districts in the San Antonio area. These districts include the Northside Independent School District, the Edgewood Independent School District, the Harlandale Independent school District, South San Antonio Independent School District, and the Pearsall Independent School District.

Currently, the project is recruiting parents and setting up satellite centers at each of the school district sites to begin classes this month.

On August 1, 1988, IDRA was awarded a new three-year Family English Literacy grant to replicate and improve this effective literacy instruction model with LEP adults in rural elementary and urban school settings. The rural elementary sites include the Southside Independent School District and the Somerset Independent School District. The Harlandale Independent School District and the Northeast Independent School District will provide the middle school settings. It is anticipated that over the three year grant period, this model will improve the English language skills of 300 parents of LEP children in the four San Antonio Area school districts and improve their parent-child interactions through parent leadership training.

Limited English proficient adults, like LEP children, face many obstacles in participating successfully in an educational program because of their low socioeconomic status and their inability to communicate in the English language. This project is designed to assist parents in overcoming those obstacles through the implementation of an effective model for literacy instruction, a lesson process designed to address their unique needs, the identification of coordinating entities to strengthen program impact, and a training component to develop in teachers a repertoire of skills for working with LEP adult students.

Figure One shows the key components of IDRA's Project SCALE and how they serve to assist parents in improving their English skills in an effort to facilitate the educational attainment of LEP children.

Effective Model of Instruction - This model is unique because it incorporates both traditional as well as non-traditional methods in the delivery of literacy services. Traditional methods include weekly classroom instruction and commercially available adult education texts and series.

Non-traditional methods were identified to overcome problems of limited participation in educational programs, low level or non-literacy, lack of input, and irrelevant materials. Potential participants are recruited through their children. Announcements in English and Spanish are distributed to all children in the identified school districts enrolled in local, state and federal bilingual education programs. Teachers encourage older students to read the announcement to their parents and discuss it with younger children to encourage them to tell their parents about the classes. Sites for the satellite center where classes will be held are selected in conjunction with school district personnel to ensure accessibility by the target population. Satellite centers include school buildings as well as neighborhood church facilities, public libraries or other community buildings.

Classroom instruction is enhanced by supplemental materials including televised lessons and oral communica-

PROJECT SCALE – *continued on page five*

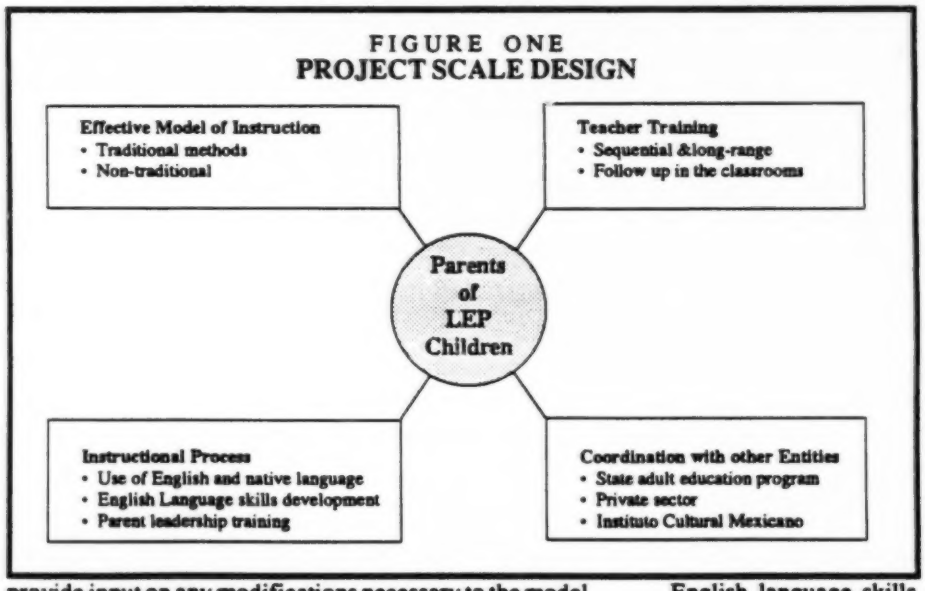
works in rural and urban districts as Project SCALE

PROJECT SCALE – *continued from page four*

tion activities for low or non-literate students. In addition to enhancing language skills, the televised lessons provide information on parent leadership themes (parent conferences, grade cards, test issues, school curriculum, etc.).

Finally, this effective model also provides for increased parent participation by providing a vehicle for program input by participants - the Curriculum Evaluation Committee (CEC). The Curriculum Evaluation Committee is comprised of a parent from each school district, a school district staff member, and project personnel. The purpose of the CEC is to provide a forum for project participants that allows them to provide input on curriculum materials, parent leadership topics, satellite center sites, language skills, etc. Equally important the CEC will provide input on any modifications necessary to the model as it is replicated in the rural elementary settings and the urban middle school settings.

FIGURE ONE
PROJECT SCALE DESIGN



Student Instructional Process - All participants will be pre-tested with the Tests of Adult Basic Education (TABE) distributed by CTB/McGraw Hill which yields grade level equivalents in reading, language and mathematics. Pre-test results will be used to identify appropriate programs of instruction and post-test results will be used to determine participant's language progress in the project. Participants will also be required to complete a project profile form that includes participants formal education history in both the United States and Mexico.

Based on the results of the TABE and the participant's profile form which includes information/educational history on participants, two general programs of instruction will be followed. Those participants who score below the third grade level on the TABE and who do not read and write in their native language will receive literacy instruction in Spanish and oral language development in English. Spanish literacy instruction will be discontinued once the participant can demonstrate knowledge of basic grammar concepts. Spanish literacy materials developed in Mexico will be used. The city of San Antonio is fortunate to have the Instituto Cultural Mexicano located in its downtown area. The Instituto has agreed to provide at no cost adult Spanish literacy materials for use in this project. Parent leadership training as well as follow-up activities for the televised lessons will also be conducted bilingually.,

Those participants who score above the third grade level on the TABE and whose educational history shows completion of a least the fourth grade in their native country will receive almost 90% of instruction in the development of English language skills. Spanish will be used only to clarify information and directions when needed. Parent leadership training as well as follow up activities for the televised lesson will be conducted using an ESL approach.

The student objectives for the instructional process will include the development of language skills through parent leadership themes. The language skills have been identified from the list of essential elements for language arts at the elementary level. The essential elements are

PROJECT SCALE – *continued on page six*

PROJECT SCALE – *continued from page five*

minimum skills identified for each grade level of the statewide curriculum sequence. The selected language skills are representative of the four basic communications skills - listening, speaking, reading, writing. Parent leadership themes have been identified through surveys conducted with parents through previous Title VII Parent Institutes. Also, this list will be verified by the Curriculum Evaluation Committee. The objectives will be presented and reinforced through the use of televised lessons, basic texts. and supplementary instructional materials.

Each two hour class period is also designed to include language development and parent leadership training. One hour and fifteen minutes is used for language instruction and forty-five minutes for parent leadership training. A method of effective teaching is used in the presentation of instruction. This method was developed by Madeline Hunter based on her research on mastery learning. The key steps in the lesson cycle are:

- anticipatory set - focusing the learner's attention on the lesson objectives;
- instructional input - presenting new information to learner by modeling, using critical attributes, demonstration, examples, etc.;
- independent practice - allowing learner to apply the new information without instructor guidance;
- closure - a review of the information presented that includes learner involvement.

Limited English Proficient adults, like LEP children, face many obstacles in successfully participating in an educational program because of their low socioeconomic status and their inability to communicate in the English language.

Coordination with Other Entities - Coordination with other entities serves to improve the delivery of services and to increase project impact. IDRA has identified entities in the community that could provide inkind services that would benefit program participants. These inkind services include classroom instructors, student materials, and television production assistance. IDRA collaborated with these entities during the development of the proposal and they have agreed to support this project if it is selected for funding.

The Region XX Adult Education Cooperative will assist by providing classroom instructors and basic student materials for English language skills development. Student materials for Spanish literacy development will be provided by the Instituto Cultural Mexicano. Rogers Cable TV will continue to provide assistance through their public access program. Their assistance includes use of the studio and professional and technical staff.

Teacher Training - This training will seek to develop in teachers a repertoire of skills for working with adult LEP students. The training would address the development of knowledge, attitudes and skills. It would be sequential, long range and include follow-up in the classroom. Objectives for participants include:

a. become familiar with the project requirements and processes involved in developing English language skills to adult LEP's.
b. obtain updated information about the content of be learned and taught, the sequence to follow and effective teaching practices for developing skills.
c. recognize the need to modify instruction to meet the needs of LEP Hispanic adults through use of ESL techniques, use of native language and culturally appropriate materials.
d. plan for their classroom to insure integration of these new teaching skills.

This training targets both theory and practice. Teachers are not left alone to try to bridge the gap between theory and practice. This project goes a step further to facilitate the translation made from the training room to their individual classroom situation. It does so by providing in classroom assistance and follow-up and by bringing learning materials form the I.D.R.A. resource lending library into their classroom. These materials greatly enhance what teachers and parents learn in the classroom. They can see, first hand, learning materials that are appropriate for the adult LEP population, and materials that address specific linguistic needs and at the same time are culturally appropriate.

Currently, Project SCALE is recruiting parents and setting up satellite centers at each of the school district sites to begin classes this month. If you would like more information on the project, contact Liz Garza, Project Director at (512) 684-8180. ◊

Communicating With Parents Via Television

By *Liz Garza*

Communicating with parents has long been a difficult and often unsuccessful task for school personnel. But the staff of the IDRA Family English Literacy Project have been able to communicate with parents of limited English proficient (LEP) students in an effective, yet untraditional way: via television. Through a weekly television program, "Aprendo/Enseño" shown on a local public access station in San Antonio, IDRA teaches parents how to improve their own literacy skills and how to influence their children's education.

Through their success in using television as a medium for reaching parents, staff have identified key elements for promoting parent involvement and improving how parents learn about language and educational processes. These key elements included in the content and design of each program are humor, direct and indirect instruction, the use of key vocabulary in context, settings familiar to parent viewers, and a variety of personages to relate the theme. A four-segment program is used to incorporate these elements into a successful method for communicating with parents.

Because the program is created primarily to instruct, lessons are designed to teach in a clear, appropriate, and effective manner. In the first part of the program, instruction is indirect: viewers learn by watching and listening to others, the characters in the program. Later, instruction is direct: viewers participate in the lesson by following instructions that require them to apply what they have learned. Then, they learn problem-solving techniques and how to interact with other family members. Throughout the program key vocabulary is introduced, repeated, and used in context—in both the dialogue among characters and in the instructions for viewing participants.

The stage settings in the programs are ones most familiar to viewers. Family living rooms, kitchens, school classrooms, and school libraries provide identifiable backdrops to the viewers as they learn about both literacy and parenting.

Humor and familiar characters are also used to teach parent viewers. The characters are created from people the viewers know, understand, and respect: two parents, a newscaster, and a teacher. Each character teaches something about school-parent relationships, and the newscaster teaches on a note of humor. The role of the parent is shown as one commanding intelligence, competence, and concern for the education of children. He is never casted as silly or deserving ridicule.

Project staff have found such techniques as teaching in familiar settings (i.e. the living room), and the use of humor and role models to be successful ways for teaching adults — both off and on the screen. ◊